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ABSTRACT

The incorporation of an African-American, multicultural, self-concept-building, and creative arts program into the elementary school curriculum is discussed in this conference paper. Recommendations concern the relevance to African-American children of language and communication skills, mathematics, social studies, science, positive self-concept, African-American studies, self-concept development, creative arts and expression, and holidays. Other aspects of working with African-American students include use of body language, use of standard English, equal talking time, group learning, music in the classroom, and nonviolent conflict resolution. Appended to the text are: (1) suggestions for setting up a cultural enrichment program; (2) a list of cultural enrichment activities for parents; (3) a cultural enrichment program report card; (4) a bibliography of children's books about Africa, Africans, and Swahili; (5) a bibliography of folklore illustrating the cultural flow from Africa to the Caribbean, the American South, and Central America; (6) an annotated and indexed bibliography of children's literature for black youth; (7) a list of cultural enrichment activities in several curriculum areas; and (8) a list of ideas for learning centers that focus mainly on African-American themes. (RH)

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Incorporating an African American Multicultural Self-Concept Building and Creative Arts Program into Your Class Curriculum

by
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Effective educators realize that the more homelike and comfortable classroom environments, the more successful students will be. But because many social scientists regard the African American home as pathological, it is assumed that this does not apply when programming for Black students. All efforts should be made to incorporate key features of the African American child into the learning environment. The key intent is to create a learning environment that complements the culture of the home.

Language/Communication Skills of African American Children - African American children benefit from activities that foster higher order thinking skills. This means that activities are open ended, atypical and does not require one single response! An excellent method is the language experience approach in which the children compose stories and learn to read words that occur naturally in their vocabulary.

Math - African American children do better while mastering a variety of skills relative to their everyday lives such as computing baseball batting averages, football touchdown summaries, but often encounter difficulty demonstrating these skills in the classroom. Thus, emphasis should be placed upon mathematical proficiency in the beginning, then moving to mathematical efficiency.

Social Studies - African American children comprehend social studies from a different perspective. Because of past generational experiences, they often deal with issues on a "just" "unjust" basis. It is critical that teachers reassess some past information taught to make sure it is accurate and non-offensive to students. This can lend to students' misjudgment of the teacher's attitude toward self and his/her people.

Science - Because African Americans have made so many significant contributions to the world, one of the best scientific approaches to learning is allowing students to learn of the numerous discoveries of African Americans inventing, reinventing past ideas, and creating their own.

Positive Self-Concept - Positive attitude toward school and

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learning - this is a must not only for African American students but for all students. This affective goal is critical so that students do not feel "overpowered" with all academic learning without any sense of awareness for the way they feel about themselves, the teacher, peers, learning and school. Educators must be sensitive - many and yet unidentified ways in which African American children are "turned off" and "pushed out" of school. It is our duty and obligation to provide children with success experiences, enabling them to be self-motivating and to establish a lifelong love of learning. It is also important to help students develop skills which include manners, courtesies, personal relationships and non-violent conflict resolutions, according to Dr. Janice Hale-Benson.

African American Studies - This is an example of how teachers educators should acquaint students with the culture and history of Africans and African Americans. As a result of various activities, the students should have more information about Black culture and increased pride in their racial herita These activities should be integrated and include art, music, creative movement, geography, nutrition, history, social studies, economics, literature, math, science, etc.

Self-concept Development - Students self confidence should be fostered through frequent compliments, praise, display of work, open houses, sharing centers, time and frequent success experiences. All students' work should be displayed (not a few students).

Creative Arts/Expression - Opportunities for all types of creative expression should encompass the curriculum. Visual, dramatic and musical arts should be encouraged. Activities in all subject areas can be enhanced through the creative arts. African American students learn best through the creative arts.

Holidays - Special attention should be given to the politics of holidays, particularly as they affect the history of African Americans and others who may be oppressed in America. Every effort should be made to make holidays multicultural, including celebrations, commemorations, and role models who revolve around events and historical figures.

Other considerations when working with African American students:

1. Body language - African american children are great users of nonverbal communication.

2. Standard English - This skill varies dependent upon what models were used in the home environment.

3. Equal talking time - Students and teachers benefit from equal talking time. Laura Lein found in a study of Black migrant children that children spoke more frequently and used more complex sentences outside of

school with peers and parents. This action occurred because the peers and parents talked about the same amount as the children. The teacher should encourage the students to talk conversationally, in recitation, and creatively.

4. Group learning - an emphasis should be made on group learning and hands-on-contact with the teacher. Opportunities should be provided for students to work with teacher and/or with peers.

5. Music in the classroom - because African American children are exposed to music in their homes at an early age, and it is relaxing to them. Jazz, rhythm, blues, spirituals, folk music, etc., should be played throughout the day (whenever possible). Many teachers reported a decrease in discipline problems and a major increase in performance when music was played with African American children. The children were also taught about the recording artists.

Non-violent Resolution - Because of African American children's extensive sensitivity toward justice and injustice, conflict resolution often posses a problem for them. Issues and opportunities related to the following should be dealt with through a variety of activities.

Non-violent Conflict Resolution *Dr. Janice Hale-Benson

Interdependence
Cooperation
Non-violence
Values clarification
Conflict resolution
Affirmation
Self-concept enhancement
Sharing
Social problem solving
Social justice
Peace
Economic equity

Setting up a Cultural Enrichment Program

1. Obtain a bibliography with developmentally and culturally appropriate books to be used with students.

2. Prepare other materials such as posters, books, charts, games, etc., to be used as classroom decorations, hangings, etc.

3. Prepare several learning centers, so that students can be actively involved in the cultural activities.

3. Make a listing of creative arts activities that can be used in the classroom. Include music, art, movement, poetry, creative writing, etc.

4. Select a curriculum guide, or appropriate activities to be used with the students. Make sure information is accurate and does not negatively depict a culture.

5. Design, if desired, a measuring tool to assess student performance. They enjoy their success in this program, (see report card).

6. Set up the room with a homelike atmosphere with posters of famous Africans, African Americans, famous sayings by blacks, various languages, maps of Africa, tour guides, foods and other items unique to the African culture. Your students may enjoy journeying through the room on an African safari.

7. Make a listing of guests to invite to share with the students on various cultural experiences, such as an artist, quilt maker, carpenter, hair braider, etc.

8. Have lots of hands on throwaways for a creative thinkers center. Post above it - - - if you could create something new, to make the world a better place, what would it be? (boxes, cans, egg cartons, ribbons, tape, wood, etc.)

Cultural Enrichment Activities for Parents

1. Have a "Back To School" Cultural Enrichment Classroom Open House. (Have a listing of planned activities for the year- - Discuss how parents can help.)

2. Family Trees-Send home trees-have as many family members as possible help trace the family history.

3. Send home a tape recorder, have each student interview their parent(s) about their childhood. Have them share with the class.

4. Have a pot luck of favorite African American family dishes. Have parents share a recipe, if desired. Publish cultural recipes in a book to be distributed to the families.

5. Have an African American authors' celebration. Have available a variety of children's books for parents to view. Students can select their favorites.

6. Have parents interview their child. Make available a list of prodding questions to see how children feel about themselves.

7. Have special "family sharing day". The child's family members may come to school or send items about a favorite cultural activity, souvenirs, collections, trips, etc.

8. Hold a special African American Cultural Dress-up Day. Children and parents can share favorite outfits, hairstyles, make-up. Have a hairbraider, storyteller, seamstress, etc., available for demonstrations and activities.

9. Have parents lead special African American "Cultural Rap" group sessions on topics of interest to them.

10. Hold an African American gospel musical at a local church, at school or in a community center.

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STUDENT'S NAME Ashaun Lindsey SCHOOL Roosevelt CULTURAL ENRICHMENT TEACHER Dr. Gloria Kirkland Holmes 3/28/90

CULTURAL ENRICHMENT PROGRAM REPORT CARD

Student Achievement Report - Grades Three, Four and Five

The purpose of this report is to give a five month report to summarize your child's performance in the Cultural Enrichment Program. In order to more fully share this report, Project Director Verneda Elliott-Robertson will make these available to you

The letters A, B, C, D and U are used to demonstrate your child's individual achievement. These are not used as a comparison.

A--Outstanding B--Above Average C--Average D--Below Average U -Unsatisfactory

ACADEMIC PARTICIPATION	READING	LANGUAGE ARTS	AFRICAN AMERICAN HISTORY	AFRICAN AMERICAN CULTURE	CREATIVE ARTS	SELF-CONCEPT ACTIVITIES	PUBLIC SPEAKING	AFRICAN AMERICAN CREATIONS
	A	A	A	A	A	A	A	A
	+ - OUTSTANDING		X - NEEDS TO IMPROVE			S - SATISFACTORY		
Attendance/Work Habits	+							
Participation	+							
Cooperation	+							
Acceptance of Responsibility	S							
Respect for Self	S							
Respect for Others	S							
Attitude towards Learning	+							

COMMENTS: Ashaun has been one of the leaders in the African American cultural enrichment activities. He seems to enjoy a variety of cultural enrichment activities. He always works very diligently on all assigned tasks!

Adoff. Ma NDa La African nonsense verse actually does make sense in this colorfully illustrated book.

Adoff. Black is Brown is Tan Black mama plus white daddy makes happy family.

Scott. Sam Nobody has time for little Sam, till the family realizes how lonely he is. Lovely illustrations by Symeon Shimin.

Grifalconi. City Rhythms The interesting sounds of the city are discovered by a little boy in this book.

Steward. The Daddy Book All the different things that daddies can do, in a fun but not sexist book.

Langstaff. Shimmy Shimmy Coke-Ca-Pop A collection of games played by city children.

Feelings. Moja Means One Swahili counting book, illustrated in rich color.

Feelings. Jambo Means Hello Swahili alphabet book, companion to Moja Means One.

Wilson. Becky A little black girl and a doll seem destined for each other, and get together, almost by magic.

Graham. David He No Fear
A Road Down in the Sea
Every Man Heart Lay Down
God Wash the World and Start Again
Biblical tales told in the musical West African cadences.

Clifton. Some of the Days of Everett Anderson
Everett Anderson's Christmas Coming
Everett Anderson's Year
Each book is a collection of poems about a young black boy.

Udry. Mary Jo Books each.
all but:
Mary Jo's Grandmother Mary Jo spends a holiday with her grandmother who falls and hurts herself.

Keats. Peter's Chair Peter doesn't want to give up his baby chair.
Letter to Amy An invitation gets blown astray, but the party survives in spite of it!

African Folklore in the New World

A Bibliography of Folklore Illustrating the Cultural Flow from Africa to the Caribbean and the American South.

AFRICA

Aardema, Verna. Half-a-Ball-of-Kenki: An Ashanti tale retold. Illus. by Diane Stanley Zuromskis. Warne, 1979.

----------. Oh Kojo! How Could You! Illus. by Marc Brown. Dial, 1984.

----------. Rabbit Makes a Monkey of Lion: a Swahili tale. Illus. by Jerry Pinkney. Dial, 1989.

----------. Tales form the Story Hat. Illus. by Elton Fax. Coward, 1960.

----------. The Vingananee and the Tree Toad. Illus. by Ellen Weiss. Warne, 1983.

----------. Why Mosquitoes Buzz in People's Ears. Illus. by Leo and Diane Dillon. Dial, 1975.

Appiah, Peggy. Anansi the Spider. Illus. by Peggy Wilson. Pantheon, 1966.

----------. Tales of an Ashanti Father. Illus. by Mora Dickson. Deutsch, 1987.

Arkhurst, Joyce. The Adventures of Spider. Illus. by Jerry Pinkney. Little, 1964.

Arnott, Kathleen. African Myths and Legends. Illus. by Joan Kiddell-Monroe. Walck, 1963.

Bryan, Ashley. The Adventures of Aku. Atheneum, 1976.

----------. Beat the Story Drum, Pum, Pum. Atheneum, 1980.

----------. The Cat's Purr. Atheneum, 1985.

Carpenter, Frances. African Wonder Tales. Illus. by Joseph Escouridi. Doubleday, 1963.

Courlander, Harold. The Hat-Shaking Dance. Illus. by Enrico Arno. Harcourt, 1957.

----------. The King's Drum. Illus. by Enrico Arno. Harcourt, 1962.

----------. Olode the Hunter, and Other Tales from Nigeria. Illus. by Enrico Arno. Harcourt, 1968.

Dayrell, Elphinstone. Why the Sun and Moon Live in the Sky. Illus. by Blair Lent. Houghton, 1968.

Domanska, Janina. The Tortoise and the Tree. Greenwillow, 1978.

Haley, Gail. A Story, A Story. Atheneum, 1970.

Kimmel, Eric A. Anansi and the Moss-Covered Rock. Illus. by Janet Stevens. Holiday, 1988.

McDermott, Gerald. Anansi the Spider. Holt, 1972.

Schatz, Letta. The Extraordinary Tug-of-war. Illus. by John Burningham. Follett, 1968.

----------. Never-empty. Illus. by Sylvia Selig. Follett, 1969.

CARIBBEAN

Belpre, Pura. Dance of the Animals. Illus. by Paul Galdone. Warne, 1972.

----------. The Tiger and the Rabbit. Illus. by Tomie DePaola. Lippincott, 1965.

Berry, James. Spiderman-Anancy. Illus. by Joseph Olubo. Holt, 1989.

Sherlock, Philip. Anansi, the Spider Man. Illus. by Marcia Brown, 1954.

----------. Ears and Tales and Common Sense. Illus. by Aliki. Crowell, 1974.

----------. The Iguana's Tail. Illus. by Gioia Fiammenghi. Crowell, 1969.

----------. West Indian Folk Tales. Illus. by Joan Kiddell-Monroe. Walck, 1966.

Wolkstein, Diane. The Banza. Illus. by Marc Brown. Dial, 1981.

----------. The Magic Orange Tree. Illus. by Elsa Henriquez. Knopf, 1978.

AMERICAN SOUTH

Bang, Molly. Wiley and the Hairy Man. Macmillan, 1976.

Courlander, Harold. Terrapin's Pot of Sense. Illus. by Elton Fax. Holt, 1957.

Hamilton, Virginia. The People Could Fly. Illus. by Leo and Diane Dillon. Knopf, 1985.

Jaquith, Priscilla. Bo Rabbit He Smart for True; Folktales From the Gullah. Illus. by Ed Young. Collins, 1980.

Lester, Julius. Black Folktales. Illus. by Tom Feelings. Baron, 1969.

----------. Further Tales of Uncle Remus; The Misadventures of Brer Rabbit, Brer Fox, Brer Wolf, the Doodans, and other Creatures. Illus. by Jerry Pinkney. Dial, 1990.

----------. How Many Spots Does a Leopard Have? and Other Tales. Illus. by David Shannon. Scholastic, 1989.

----------. The Knee-High Man and Other Tales. Illus. by Ralph Pinto. Dial, 1972.

----------. More Tales of Uncle Remus; Further Adventures of Brer Rabbit, His Friends, Enemies, and Others. Illus. by Jerry Pinkney. Dial, 1988.

----------. The Tales of Uncle Remus. Illus. by Jerry Pinkney. Dial, 1987.

Parks, Van Dyke. Jump! The Adventures of Brer Rabbit. Illus. by Barry Moser. Harcourt, 1986.

----------. Jump Again!: More Adventures of Brer Rabbit. Illus. by Barry Moser. Harcourt, 1987.

----------. Jump on Over!: the Adventures of Brer Rabbit and his Family. Illus. by Barry Moser. Harcourt, 1989.

Rees, Ennis. Brer Rabbit and his Tricks. Illus. by Edward Gorey. Young Scott, 1967.

Wolkstein, Diane. The Cool Ride in the Sky. Illus. by Paul Galdone. Knopf, 1973.

CENTRAL AMERICA

Weiss, Jaqueline. Young Brer Rabbit. Illus. by Clinton Arrowood. Stemmer, 1985.

Arnold, Adoff, Black is Brown Is Tan, Harper & Row, 1973, K-3
This is a warm, love-filled story of a family written in a poetic style. It depicts the love and caring between parent-and-child and parent-and-parent. This book is perfect not only for children from interracial marriages, but for all children. SPECIAL NEEDS

Bernheim, Marc & Evelyn, In Africa, Margaret McElderry Book, 960/Ber, K-5, 1973
A beautiful book filled with photographs showing the contrast between the savanna, forest, desert, coast, and city areas in Africa. It depicts not only the differences in nature but also the differences in the people and their life styles. OTHER

Breinburg, Petronella, Doctor Shawn, Crowell, NY, K-1, 1975
This is a short and simple story about small children playing doctor. The small black boy plays Doctor Shawn. It depicts cooperation and friendship among the children. SELF AWARENESS

Clifton, Lucille, Three Wishes, E/C, Viking Press, NY, 1-3 gr., 1976
Nobie and Victor are Black Americans and best friends. Nobie, because she found a magic penny, has been granted three wishes. She discovers in this story that the really important things in life are faith and friendship. INTERPERSONAL RELATIONSHIPS

Gray, Genevieve, Send Wendell, E/G, McGraw-Hill, NY, 1974, 1-3 gr.
Story about a six year old boy whose mother always says "Don't Get Lost" whenever he goes outside. He goes out often because no one else likes to run errands for mother. Wendall becomes more assertive and receives affirmation of self-worth from elders. Wendell and his family are Black Americans. SELF AWARENESS

Greenfield, Eloise, The First Pink Light, E/G, Crowell, NY, 1976, K-3
Tyree is a small Black boy and his father has gone away to take care of his grandmother. Tyree's mother needs to study and wants Tyree to go to bed. Tyree wnats to stay up and wait until his father comes home. This is a story of love all children could benefit from. INTERPERSONAL RELATIONSHIPS

Greenfield, Eloise, Paul Robeson, B/Rob, Crowell, NY, 1975
Young Paul sang solos in the glee club, played the leading role in Shakespeare's Othello. He learned many things from his father- to love words, spoken & written; to be proud of who he was; most of all, he learned to fight for the things he really believed in. BIOGRAPHY

Hayden, Robert, Seven Black American Scientists, Addison-Wesley Pub, Massachusetts, 1970, 6th grade up
The notable Black scientists in this book come from the fields of science, medicine, research, teaching and astronomy. Included in the book are Benjamin Banneker, Daniel Hale Williams, Charles Drew and George Washington Carver. BIOGRAPHY

Hill, Elizabeth Starr, Evan's Corner, Hill, Holt, Rinehart & Winston, NY, 1-3 gr.
Evan wants a place he can call his own. He fixes up the best corner in the home for his own, using his initiative and creativeness. But he realizes something is missing and with mother's help finds out that it isn't enough to have a place of his own and be alone. A beautiful story about a young Black boy's experience of sharing. INTERPERSONAL RELATIONSHIPS

Holt, Deloris L., The ABC's of Black History, Ward Ritchie Press, L.A., 4-6 gr., 1971
Set in the style of an ABC book, this book gives a brief account of achievements and successes of Blacks with names from A-Z. BIOGRAPHY

Keats, Ezra Jack, Peter's Chair, E/K/, Harper & Row, NY, 1967, K-3
Peter finds all of his old furniture being painted pink for his new sister. He is determined that his parents won't paint his chair and runs away with his favorite things only to discover he had outgrown his chair! He volunteers to paint his chair for his sister. Peter and his family are Black Americans. FEELINGS

Simon, Norma, Why Am I Different?, 155/Sim, Whitman, Chicago, 1976, K-3
All people are different in many different ways. We like different things, we do different things well, we think different thoughts, etc. Not only do we share our similarities, we are enriched by our differences. It is our differences that make us unique and special. SELF AWARENESS

Stull, Edith, Unsung Black Americans, 920/Stu, Gosset & Dunlap, NY, 1970, 5-8 gr.
Notable achievements and contributions of Blacks throughout U.S. history. BIOGRAPHY

List of Cultural Enrichment Activities

Self Concept
Naming a word to describe self-Tamiko-loving

Complimenting each other-I like you, you are special.

Working with a partner together-Play "Miss Mary Mack",(Do body actions together)

Students said something that they are proud of themselves-"I am proud that I made an A on my math test"-"I am happy because I can sing"

Music
We pantomimed a song "The World Is a Rainbow" (make a rainbow with hands). We did in Swahili (Moja, Mbili, buckle my shoe) "1,2,3 Buckle My Shoe" and 1 Little, 2 Little Indians in Swahili

"The Freeze Record"-wrote their own rap songs about themselves-pantomined (Pole, Pole, Go slowly, Go slowly)

Movement, creative actions in Swahili-said jump up and down Moja (1) time, jump up and down 2 times

Research-Have students go to the library and research to find out about famous Africans and African Americans

Literature
Reading - read about Blacks-See list of African American literature books

Creative writing - write books
Write a story using as many words as desired from the Swahili word list-"Moja day, I went walking. Then, I saw a tembo.

Language Arts - writing book reports
Write a book report about several African Americans who are important to you, include a family member.

Math
Follow the patterns - Finish the pattern shapes
Moja. Mbili.. Tatu____

Created number of chains
Create paper chains to decorate our African village

Practicing our Swahili numbers
Write Swahili or Yoruba numbers

Science
Explore Carver's peanut development (300 Peanut Activities)

Reviewing inventions by Blacks-use African American Inventions book

Others
Discussion: Nelson Mandela. Have a discussion of Nelson Mandela

Quilt making-make quilts with individual squares for each one, put all together, use cloth crayons

Social Studies - for the Kwanzaa daily activities, two or more students worked together for example, making an African game together

Art - make various items in celebration of Kwanzaa

Hold a Martin Luther King Assembly-Each student wrote their own speech and presented it publicly to class mates.

Students can read their individually written rap songs on the radio

Students can study Black inventors books and recreated their own using a variety of materials-They displayed them ina science fair for the entire student body.

Learning Centers

1. Decorate a map of Africa
2. Black and Proud
3. Kwanzaa Unity
4. African American Cooking
5. Kwanzaa Celebration
6. The Kwanzaa Kinara
7. Write a Peanut Butter Recipe
8. Describe 10 Black things that are Pretty
9. Read about a Famous african American Person
10. The Kwanzaa Game
11. Write a story about why you are proud of yourself.
12. Who's Who Among African Americans?
13. The Kwanzaa Puzzle
14. Name That African American Tune
15. Kwanzaa Words
16. The Nzuzo Saba Day
17. Kwanzaa Numbers
18. African American History Bowl Quiz
19. "Africa, Our Homeland"
20. Culture Your Way Through
21. Trace Your Family History
22. Make Your Own Cloth Pattern
23. Nelson Mandela Current Events Center
24. 10 Kwanzaa Wishes
25. Kwanzaa Bingo
26. "Black Like Me"
27. Name 5 Famous African Americans - Write About Them
28. Dig Into African American History
29. What's in a Name?
30. Black History Music
31. African Hieroglyphics
32. African American History - Library Research
33. "Lift Every Voice and Sing" - Learn the words & sing
34. African Ankh-a: Sign of Life!
35. African Allegiance of the Flag
36. African Warriors
37. African American Inventors: Who discovered _____.
38. Black History Concentration Game
39. Swahili Math Problems
40. African Pyramids
41. Black History Reading Center
42. Swahili Vocabulary Center
43. I Have a Dream Creative Writing
44. King Candlepunch Math
45. Martin Luther King Cakemaking Center
46. How old would Dr. King have been?
47. Reading About Dr. Martin Luther King
48. Martin Luther King Listening Center
49. Martin Luther King Stamp pad Center
50. The King Family
51. Who was Martin Luther King?
52. Decorate "Happy Day" with glue and beans

53. Decorate Dr. King
54. King for a Day Crowns
55. Martin Luther King Portrait Painting
56. Practice Writing Martin Luther King in four different ways
57. Peace and Harmony Weaving